DOCUMENT RESUME

ED 412 806 HE 030 594

TITLE	Master Plan Policies for Illinois Higher Education, 1997.
INSTITUTION	Illinois State Board of Elections, Springfield.
PUB DATE	1997-09-00
NOTE	59p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Affirmative Action; Community Colleges; Educational Policy; Equal Education; Extension Education; Governance; Graduate Study; *Higher Education; Institutional Cooperation; *Institutional Mission; Labor Force Development; *Master Plans; Participative Decision Making; *Paying for College; *Policy Formation; Professional Education; State Aid; State Departments of Education; *State Universities; Statewide Planning; Substance Abuse; Undergraduate Study
IDENTIFIERS	Chicago State University IL; Eastern Illinois University; Governors State University IL; *Illinois; Illinois State University; Northeastern Illinois University; Northern Illinois University; Southern Illinois University; University of Illinois; Western Illinois University; Western Illinois University

ABSTRACT

This document presents new or revised master plan policy statements for various segments of Illinois higher education. Chapter 1, on statewide goals and organization, lists goals for Illinois higher education, for coordination and planning, for the Board of Higher Education membership; and briefly discusses the organizational structure of public higher education institutions in Illinois. Chapter 2 presents institutional focus statements for public universities (Chicago State University, Eastern Illinois University, Governors State University, Illinois State University, Northeastern Illinois University, Northern Illinois University, Western Illinois University, for Southern Illinois University at Carbondale and Edwardsville, and for the University of Illinois at Chicago, Springfield, and Urbana-Champaign); public community colleges; and independent colleges and universities. Chapter 3, on instruction, offers policy statements concerning undergraduate education, workforce preparation, graduate education, professional education, and institutional cooperation and off-campus programs. Chapter 4 offers policy statements on research and public service. Chapter 5 covers equal opportunity and affirmative action. Chapter 6 deals with affordability. Chapter 7 addresses state funding (operations, grants, and capital); and chapter 8 covers miscellaneous issues (the presidents' and chancellors' residences and alcohol abuse and illegal drug use). Appended are a list of source documents, recent master plan policy reports of the Illinois Board of Higher Education, and master plan policy notes. (CH)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MASTER PLAN POLICIES FOR ILLINOIS HIGHER EDUCATION 1997

September 1997

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

MASTER PLAN POLICIES FOR ILLINOIS HIGHER EDUCATION 1997

September 1997

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PREFACE

The purpose of this preface is to present the context within which the Board of Higher Education develops policies for higher education in the state. Sections of this preface summarize the Board's statutory responsibilities and the history of policy development by the Board for Illinois higher education.

Statutory Responsibility

The Illinois Board of Higher Education was established by an act of the General Assembly signed into law by Governor Otto Kerner in 1961. The statutory authority of the Illinois Board of Higher Education is currently set forth in Chapter 110, Act 205 of the *Illinois Compiled Statutes, 1996*, as amended. In summary, the Board has the following major responsibilities:

1. To engage in a continuing analysis of the aims, needs, and requirements of Illinois higher education and, accordingly, to develop amendments and modifications to its master plan;

2. To review all proposals by public university governing boards and the Illinois Community College Board for new units of instruction, research, or public service and to approve or disapprove these proposals; and to review periodically all existing units of instruction, research, or public service as to their continued educational and economic justification;

3. To recommend annually to the Governor and the General Assembly the budgetary needs of colleges and universities for operations and grants and for capital improvements;

4. To administer designated state and federal higher education grant programs, such as the state Higher Education Cooperation Act, the Health Services Education Grants Act, the Financial Assistance Act for Nonpublic Institutions of Higher Learning, Engineering Equipment Grants program, the Cooperative Work Study Act, and the federal Dwight D. Eisenhower Professional Development Program; and

5. To approve or disapprove operating authority and degree-granting authority for independent colleges and universities operating in Illinois, as specified in the *Illinois Compiled Statutes*.

In fulfilling the first of these responsibilities, the Illinois Board of Higher Education has completed numerous studies since the early 1960s that have resulted in new or modified master plan policies for Illinois higher education.

History of Higher Education Policy Development

The Board adopted its initial policies in *A Master Plan for Higher Education in Illinois* in July 1964. This plan, containing 48 individual policy statements, resulted in the establishment of a statewide system of public community colleges and set the stage for the state's higher education "system of systems" coordination and governance structure.

A major outcome of the 31 policy statements in *Master Plan–Phase II: Extending Educational Opportunity*, adopted by the Board in December 1966, was the establishment of two

new public universities--Sangamon State University and Governors State University--to provide upper-division undergraduate and first-year graduate instruction. In addition, this phase of the plan modified public university governance by creating the Regency system and further expanded the Monetary Award Program of student financial aid based on need, administered by the Illinois Student Assistance Commission.

In response to an amendment to its enabling legislation, the Board created a study committee to investigate needs in the health education fields and to recommend policies related to health education. The Board adopted the recommendations contained in the Committee's report in 1968. These policy statements called for the expansion of education programs in medicine, dentistry, nursing, public health, and various allied health fields.

The *Master Plan--Phase III: An Integrated State System*, adopted in May 1971, set enrollment planning maximums for public institutions and defined the mission and scope of public universities in the development of graduate and professional education programs. The Higher Education Cooperation Act and the Illinois Financial Assistance Act for Nonpublic Institutions of Higher Learning were the chief outgrowths of the 83 policy statements in Phase III.

In announcing its decision to revise the three-phased master plan in November 1973, the Board recognized that a period of relative enrollment stabilization in both public and nonpublic colleges and universities would call for a different planning emphasis in the future. The resulting *Master Plan for Postsecondary Education in Illinois*, adopted in February 1976, described the new challenge as one not of increasing the size of the enterprise but rather of maintaining and improving its quality without significantly increasing resources. The *1976 Master Plan* called for the review and evaluation of existing programs, the reallocation of resources to meet new educational needs, and the establishment of mechanisms for interinstitutional cooperation in program delivery.

The 117 policy statements in the *1976 Master Plan* also recognized that the state's system of higher education was essentially developed. No new public institutions would be needed, as had been the case a decade earlier. The statewide governance and coordination system was in place. Manpower needs in the health professions and in law had been addressed through new programs, and emerging manpower needs could be addressed through the Board's regular processes of program approval and budget development. The Board would, thus, no longer need to approve and issue a new master plan every few years, but could say, as it did in the next to last statement in the 1976 Master Plan, that "future planning for Illinois postsecondary education will be conducted on a continuous basis, with the Board of Higher Education determining and assigning topics for study."

Since the *1976 Master Plan*, the Board has established ad hoc study committees or task forces and adopted policy statements on teacher education (1976, 1977, 1979, and 1985); education in the health professions (1977, 1978, 1980, 1981, 1982, and 1993); off-campus programs and distance learning (1976, 1977, 1982, 1984, 1989, and 1997); operating and degree-granting authority for nonpublic institutions (1979); community college financing and public university tuition (1979 and 1988); student financial aid (1980 and 1988); higher education's role in the state's economic development (1983); remediation (1978 and 1981); the teaching of writing (1981); baccalaureate admission requirements (1983, 1984, 1985 and 1989); undergraduate education (1986 and 1990); doctoral education (1980, 1984, and 1996); efforts to increase the participation and success of minority and other underrepresented students (1985, 1986, and 1988);

the scope, structure and productivity of Illinois higher education (1990); workforce preparation (1991 and 1996); meeting educational needs in underserved areas (1992); international education (1994); student affordability (1994); and transfer, articulation, and general education core curriculum (1994, 1997).

Subsequent to publication of the *Master Plan Policies for Illinois Higher Education 1995*, new or revised policies have been adopted in the areas of graduate education, workforce preparation, articulation, and off-campus and distance learning programs. The Appendix contains a listing of all master plan policy reports and the Master Plan Policy Notes detail the changes in policies between the *Master Plan Policies 1995* and this *Master Plan Policies 1997*. A companion document, *Board of Higher Education Statutes and Administrative Rules 1997*, will be forthcoming.

In addition to studies resulting in the adoption of new or revised policies, the Board collects data and publishes reports on Illinois higher education. Examples of these are the *Data Book on Illinois Higher Education*, enrollment reports, cost studies, and reports on female and minority group employment and student participation in higher education institutions and agencies. Finally, the Board maintains a program inventory comprised of all instructional programs and research and public service units approved for offering or operating by Illinois institutions and publishes annually a directory of institutions approved by the Board to operate and grant degrees in Illinois.

I. STATEWIDE GOALS AND ORGANIZATION

Goals for Illinois Higher Education

1. Illinois higher education is committed to the following goals:

Extending educational opportunities to all who qualify and assisting with the educational development of Illinois citizens of all ages to the limits of their capacities;

Maintaining a diversity of public and independent institutions in order to provide Illinois citizens with choice among a wide range of educational opportunities to meet various individual and societal needs;

Providing necessary services to help students learn and achieve personal growth;

Contributing to public understanding of society's needs and problems and responding to such needs and problems when appropriate; and

Assuring excellence by increasing the quality and cost effectiveness of all programs and services commensurate with the purposes and educational opportunities of diverse institutions.

2. The following Board of Higher Education policy objectives and priorities are consistent and should continue to be priorities in the 1990s:

Improving teaching and learning and strengthening undergraduate education;

Assisting with preparation of the workforce for the state's economy;

Improving minority student achievement;

Keeping the price of higher education affordable for the individual; and

Improving the use of all resources available to colleges and universities.

3. In order to improve the quality, cost effectiveness, and accountability of Illinois higher education in the 1990s, the following steps should be taken:

The Board of Higher Education should assure that its processes for budget development, program approval, and program review facilitate achieving the goals and policy objectives of higher education.

Each college and university should examine and, if necessary, reformulate its goals and objectives to assure that they are consistent with state-level goals and policy objectives as well as the strengths of the campus. Colleges and universities also should assure that their planning, management, and decision-making processes are structured to achieve goals and policy objectives.

The Board of Higher Education and colleges and universities should cooperatively determine the kinds of data that will enable Illinois higher education to report about its performance with respect to its goals and policy objectives. Such a determination also should include the elimination of current data reporting requirements that are no longer needed.

Each college and university should prepare an annual report for its students, prospective students, and parents about student success and satisfaction with the institution.

Each college and university should prepare an annual report for both its campus community and state officials about the institution's performance with respect to its goals including efforts to improve the quality and cost effectiveness of its programs and services.

The Board of Higher Education should prepare an annual report for the public about the condition and performance of higher education with respect to its goals.

4. The Board of Higher Education reaffirms its commitment to reinvesting in its highest priorities: the improvement of undergraduate teaching and learning, minority student achievement, workforce preparation, affordability of higher education, and competitiveness of faculty and staff salaries. Continuing reinvestment must come from strengthening each institution's distinctive focus, setting priorities in concert with this focus, and enhancing the quality of priority programs and services. A willingness to actively eliminate or consolidate programs and services of lower quality or lower priority in relation to the institution's mission is essential to providing the resources for reinvestment in these priorities.

Coordination and Planning

1. The integration of higher education in Illinois is accomplished through the involvement of both the public and the independent sectors in statewide planning and coordination.

2. Future planning for Illinois higher education shall be conducted on a continuous basis, with the Illinois Board of Higher Education determining and assigning topics for study.

Illinois Board of Higher Education Membership

1. The membership of the Board of Higher Education shall consist of 15 members as follows: 10 members appointed by the Governor, by and with the advice and consent of the Senate; one member of a public university governing board, appointed by the Governor; one member of an independent college or university board of trustees, appointed by the Governor; the chairman of the Illinois Community College Board; the chairman of the Illinois Student Assistance Commission; and a student member elected by the recognized advisory committee of students of the Board of Higher Education. The Governor shall designate the Chairman of the Board to serve until a successor is designated. (110 ILCS 205/2)

2. The Illinois Board of Higher Education shall annually appoint the following advisory committees: Faculty Advisory Committee, Student Advisory Committee, Independent College and University Advisory Committee, and Proprietary Schools Advisory Committee. The

Board also has a Public University Presidents' Advisory Committee and a Public Community College Presidents' Advisory Committee.

Organization

All public higher education institutions in Illinois are coordinated by the Illinois Board of Higher Education and are governed (or coordinated) within the jurisdiction of one of the governing boards, as follows: the Board of Trustees of the University of Illinois which operates campuses in Chicago, Urbana-Champaign, and Springfield; the Board of Trustees of the Southern Illinois University which operates campuses in Carbondale and Edwardsville; the Board of Trustees of Chicago State University; the Board of Trustees of Eastern Illinois University; the Board of Trustees of Governors State University; the Board of Trustees of Illinois State University; the Board of Trustees of Northeastern Illinois University; the Board of Trustees of Northern Illinois University; the Board of Trustees of Western Illinois University; and the Illinois Community College Board, which coordinates the 40 locally governed public community college districts. (110 ILCS 205)

Independent colleges and universities are governed by their respective boards of trustees. Some independent colleges and universities are required by statute to obtain authorization from the Board of Higher Education to operate and offer degree programs in Illinois. (110 ILCS 1005 and 1010)

II. INSTITUTIONAL FOCUS

Each of Illinois' public universities has distinctive strengths and characteristics. Recognition of this distinctiveness provides a necessary context for the Board's master planning as well as budget development, program review, and program approval responsibilities. The focus statement for each university describes its distinctive characteristics and strengths. These statements, along with priorities statements developed annually by each university, will serve as the foundation of the on-going planning, program review, and program approval process.

Illinois public universities share many common goals and objectives. All provide instruction, research, and public service. Each has distinctive strengths and makes an important contribution to the state and its citizens. These strengths and contributions help to define immediate programmatic directions and provide the basis for determining and implementing priorities, making productivity and quality improvements, implementing new programs, and developing budgets for each university.

The following focus statements provide a state perspective on each university's distinctive role and strengths within the Illinois higher education system.

Focus Statements of Public Universities

Chicago State University

Chicago State University is a multipurpose public urban institution of higher education located on the south side of Chicago. It serves a diverse student population which includes individuals from many ethnic and socio-economic groups from the greater Chicago metropolitan area. In addition, Chicago State serves the highest proportion of African-American students of all public universities in the state of Illinois. In addition to pursuing statewide goals and priorities, Chicago State University:

- emphasizes undergraduate instruction in arts and sciences and in such fields as education, business, nursing, and allied health professions;
- provides graduate education at the master's level that builds upon selected undergraduate curriculum strengths;
- promotes access and provides opportunities for populations that have been historically underrepresented in higher education;
- is committed to student success and emphasizes preparing and recruiting students through precollege initiatives, retaining and graduating students, and providing opportunities for career and professional advancement;
- contributes to the economic development and social welfare of the community through research, public service, and outreach programs; and
- encourages and supports scholarly activities and faculty development that enhance learning and instruction.

Eastern Illinois University

Eastern Illinois University is a residential campus in east-central Illinois that serves a predominantly traditional, full-time student body and promotes learning and student achievement. In addition to pursuing statewide goals and priorities, Eastern Illinois University:

- offers a comprehensive undergraduate program of liberal studies as a foundation for all students as they seek degrees in the liberal and fine arts, the sciences, teacher education, and other professional programs;
- provides undergraduates breadth through the general education program and depth through a wide range of academic majors;
- provides graduate programs at the master's and specialist's level that are directly related to high quality undergraduate programs or to professional development needs in education;
- supports educators and other professionals in eastern Illinois through programs of continuing professional development; and
- carries out research and public service programs that support instructional priorities.

Governors State University

Governors State University provides junior- and senior-level instruction leading to bachelor's degrees and graduate-level instruction leading to master's degrees. Many of the University's students have multiple commitments to family, job, and community. In addition to pursuing statewide goals and priorities, Governors State University:

- makes higher education accessible to groups historically underserved in higher education, as well as to traditional students, and offers courses at convenient times and at convenient off-campus locations and work sites;
- while affirming the value of traditional approaches to teaching, incorporates innovative, instructional techniques utilizing advanced communications and learning technologies and encourages the development, adaptation, and use of alternative learning strategies;
- emphasizes successful program articulation with the community colleges in its region and the provision of baccalaureate-completion and master's level career advancement opportunities in fields with employment potential;
- encourages and supports research and artistic creativity to maintain the professional abilities of the faculty and the vitality of the teacher-student exchange;
- encourages and leads the economic and social development of its region and, in partnership with community colleges, links its teaching, research and service activities to regional needs; and
- provides a global perspective in an interdependent world across its curricula.

Illinois State University

Founded in 1857, Illinois State University is the oldest public institution of higher education in Illinois with a tradition of instruction, research and public service in support of business, industry, and government. The University enrolls a high percentage of traditional college-aged, full-time students. It has a diverse and multi-cultural undergraduate and graduate student population. In addition to pursuing statewide goals and priorities, Illinois State University:

- focuses on undergraduate education, master's degree programs that build upon undergraduate strengths, and selected doctoral programs with its highest priority on the provision of high quality undergraduate teaching and learning;
- maintains and develops liberal arts and professional programs and is distinguished as a leader in the art and science of education at all levels; and
- provides statewide leadership in identifying the needs of Illinois schools and, through coordination with other colleges and universities, developing and delivering programs tailored to meet them.

Northeastern Illinois University

Northeastern Illinois University offers undergraduate and master's level programs providing access to a metropolitan population diverse in age, culture, language, and race. As a commuter campus located in northwestern Chicago, Northeastern Illinois University's student body includes both traditional college-aged and older students. In addition to pursuing statewide goals and priorities, Northeastern Illinois University:

- offers programs at both the baccalaureate and master's levels in selected arts and sciences disciplines, education, and business that are supported by strong student interest;
- offers selected master's programs that build upon the strengths of the baccalaureate curriculum and are tailored to the continuing professional development needs of the clientele served;
- focuses on preparing teachers for the public schools and training educators for community and private employment that rely on undergraduate programs in elementary and secondary education, in the arts and sciences, and in special education;
- supports a specialized research and public service role that complements the University's instructional mission; and
- tailors its programs to student needs and interests and to strengthening its links with the metropolitan community it serves.

Northern Illinois University

Located in a region that includes the north and western Chicago suburbs and the city of Rockford, Northern Illinois University has become a major resource for this emerging metropolitan area. Once primarily rural and agricultural, the University's service region is increasingly complex

and cosmopolitan, experiencing rapid population and economic growth. The University's undergraduate students are primarily traditional college-aged. While many students select a residential baccalaureate experience, others transfer to Northern from community colleges, and an increasing number commute for their entire academic program while maintaining employment and family obligations. At the graduate level, a substantial number of the University's students are working adults who enroll on a part-time basis. In addition to pursuing statewide goals and priorities, Northern Illinois University:

- provides a full range of liberal arts and professional undergraduate programs;
- offers master's, specialist, doctoral, and professional programs both on campus and at selected off-campus sites throughout the region;
- strives to meet the region's need for articulate and responsible citizens, a well-prepared workforce, and opportunities for continuing professional development;
- serves as a regional resource for new knowledge, cultural enrichment, and solutions to contemporary problems; and
- responds to the changing needs of its region through appropriate instructional, research, and public service initiatives and cooperative interaction with other colleges and universities, business, industry, government, and human service agencies.

Western Illinois University

Western Illinois University serves students who enter the institution as freshmen or who transfer after completing academic work at community colleges and other institutions. Most undergraduate students are of traditional college age, enroll full time, and live on campus. In addition to pursuing statewide goals and priorities, Western Illinois University:

- supports a comprehensive general education curriculum and emphasizes baccalaureate degrees in selected education and professional areas while maintaining strong arts and sciences programs;
- supports selected graduate programs with high demand at the master's level;
- sustains a campus environment in which instructional, research, and service activities recognize and meet the needs of a diverse student body and workforce;
- serves the educational and cultural needs of west-central Illinois and provides off-campus instruction through the Rock Island Regional Undergraduate Center and the Quad-Cities Graduate Study Center; and
- continues to develop advanced telecommunications-based instructional delivery systems to meet the education and training needs of Illinois schools and the educational and economic needs of west-central Illinois.

Southern Illinois University at Carbondale

Southern Illinois University at Carbondale offers a full range of baccalaureate programs, is committed to graduate education through the doctoral degree, and gives high priority to research. It receives substantial federal support for research and development and annually awards a significant number of doctoral degrees balanced among selected liberal arts and sciences disciplines and professional programs. In addition to pursuing statewide goals and priorities, Southern Illinois University at Carbondale:

- strives to develop the professional, social, and leadership skills expected of college students and to improve student retention and achievement;
- supports the economic, social, and cultural development of southern Illinois through appropriate undergraduate, graduate, and professional education and research;
- develops partnerships with communities, businesses, and other colleges and universities, and develops utilization of telecommunications technologies;
- cultivates and sustains a commitment in research and instruction to problems and policy issues related to the region and the state's natural resources and environment;
- strives to meet the health care needs of central and southern Illinois through appropriate health-related programs, services, and public health policy; and
- cultivates and sustains diversity through a commitment to multiculturalism, including international programming.

Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville serves traditional college-aged undergraduate students, with many commuting from the surrounding area, as well as older, part-time, and minority students. The campus offers a balance of instruction, research, and public service programs consonant with its role as the only public university in southwestern Illinois. Southern Illinois University at Edwardsville also administers the School of Dental Medicine at Alton and operates a center in East St. Louis. In addition to pursuing statewide goals and priorities, Southern Illinois University at Edwardsville:

- offers undergraduate programs and master's programs encompassing instruction in education, social services, business, engineering, and the health professions in order to improve the quality of life, economy, health care, and environment in the greater St. Louis metropolitan area;
- emphasizes graduate-level programs that prepare practitioners and professionals in those fields that are particularly relevant to addressing the social, economic, and health-care needs of the region;
- focuses off-campus programs in southwestern Illinois, except in fields such as nursing in which the University is distinctly positioned to offer off-campus completion programs for the entire southern Illinois area; and

- addresses the need for dentists in the central and southern regions of the state through its School of Dental Medicine.

University of Illinois at Chicago

Located in the nation's third largest metropolitan area, the University of Illinois at Chicago offers instruction at the baccalaureate, master's, first-professional, and doctoral levels. The University conducts research and public service in a variety of fields and ranks among the top universities nationally in attracting external support for these activities. A significant proportion of the campus' undergraduate student body commutes, is older than traditional college age, attends part time, and has transferred from other institutions. In addition to pursuing statewide goals and priorities, the University of Illinois at Chicago:

- strengthens the economic and social vitality of the Chicago metropolitan area through its urban land-grant mission that emphasizes business and industrial development, health care, school improvement, and enhanced opportunities for minority groups;

- offers instruction, research, and public service in traditional fields such as engineering and the arts and sciences complemented and enhanced by a focus on health and medical sciences and services;

- provides off-campus programs in community college districts in the Chicago metropolitan area; and

- has a statewide mission to provide off-campus programs in the health sciences and in selected other areas not generally available through other colleges and universities in the state.

University of Illinois at Springfield

The University of Illinois at Springfield has a broad role in serving the central Illinois region. A junior-senior and graduate-level university that also serves lower-level students through cooperation with community colleges, it offers programs to meet the needs of transfer and adult students, as well as residential, traditional-aged students. Located in the state's capital, the University of Illinois at Springfield has a special mission in public affairs. In addition to pursuing statewide goals and priorities, the University of Illinois at Springfield:

- emphasizes public affairs and the integration of liberal arts and professional studies in its curricula;

- emphasizes developing and implementing improvements in program articulation, facilitating the transfer of community college students, and promoting inter-institutional cooperation;

- concentrates graduate offerings in selected disciplines that are able to share faculty and coursework in a mutually supportive environment; and

- organizes instructional, public service, and research programs that are within the programmatic priorities of the University.

University of Illinois at Urbana-Champaign

As the state's most comprehensive public university campus, the University of Illinois at Urbana-Champaign provides instruction at the baccalaureate, master's, first-professional, and doctoral levels and conducts basic and applied research in a broad array of fields. Many of the campus' academic programs have achieved national repute for both instruction and research. The vast majority of both undergraduate and graduate students attending the University of Illinois at Urbana-Champaign campus are of traditional age, enroll full time, and live on or adjoining the campus. In addition to pursuing statewide goals and priorities, the University of Illinois at Urbana-Champaign:

- carries out its traditional land-grant mission by focusing on instruction, research, and public service in agriculture and engineering, along with comprehensive programs in the arts and sciences and other fields;
- offers professional education in law, veterinary medicine, business, and architecture; and
- provides off-campus instruction and public service on a statewide basis in agriculture and engineering and in fields not generally available at other universities.

Public Community College Missions

Although each community college is unique because of its efforts to provide educational services in response to local district needs, the programs and services provided by all community colleges need to be similar. Several distinct missions are identifiable for all community colleges, although the circumstances and needs within each district require more emphasis on certain missions than on others. The basic community college missions are:

To provide baccalaureate-transfer Associate in Arts and Associate in Science degree programs designed to qualify students for transfer to a baccalaureate degree program;

To provide occupational, vocational, technical, and semi-technical programs leading to the Associate in Applied Science degree or a certificate designed to qualify students for employment or the upgrading of employment;

To provide remedial and adult basic and secondary education programs designed to prepare individuals for further education; and

To provide credit and non-credit public and community service activities designed to meet the needs of individuals, organizations, commerce, and industry within the district. In the provision of public and community service activities, community colleges should avoid duplicating or assuming responsibility that falls within the scope of other institutions, agencies, or organizations.

Independent Colleges and Universities

The independent sector of higher education is an important component of higher education in Illinois. Periodic reports on the vitality of independent higher education are part of the Illinois Board of Higher Education's effort in fulfilling its statutory planning and coordinating responsibility.

Efforts to distinguish sharply between public and independent institutions founder on their similarities. Both sectors provide educational services to the public, both sectors are subsidized by government, both sectors exercise academic freedom and substantial autonomy, and both sectors are held accountable by lay governing boards. The only difference that occurs uniformly is that the authority for governing independent institutions is vested in independent boards, while public institutions are governed by elected boards or boards appointed by elected officials.

Illinois independent institutions range from associate degree-granting colleges and institutes to baccalaureate degree-granting colleges to doctoral degree-granting and research universities. Some institutions have missions restricted to particular vocational, technical, or professional fields; some to the liberal arts and sciences; and some are comprehensive and multi-purpose.

III. INSTRUCTION

General

1. Public community colleges and universities should continue to review and evaluate their existing units of instruction, research, and public service. In its review of existing units, the Illinois Board of Higher Education, whenever possible, will use information provided by systems and institutions in order to complement, rather than duplicate, institutional evaluation efforts.

2. The Illinois Board of Higher Education, with the cooperation of colleges and universities, shall maintain an inventory of all programs approved for offering for degree credit.

3. The Illinois Board of Higher Education hereby reaffirms the importance of the awareness of international issues and intercultural understanding among Illinois citizens through international education programs and activities. The Board encourages colleges and universities to further their efforts to contribute to the understanding of global perspectives.

Undergraduate Education

Priorities and Responsibilities

The faculty, students, administrators, and governing board of each college and university have primary responsibility for continuing efforts to maintain and strengthen the quality of undergraduate education.

The statewide goals for improving undergraduate education are: strengthening the academic preparation of high school students for college admission, expanding access to higher education and improving students' chances for success in achieving their educational objectives, promoting excellence in undergraduate teaching and increasing interaction between faculty members and students, enhancing student involvement in and commitment to learning and academic achievement, emphasizing the centrality of general education to baccalaureate education, and establishing partnerships between associate and baccalaureate degree-granting institutions and their faculties to expand opportunities for students to complete the baccalaureate degree through transfer. The Illinois Board of Higher Education will give priority to achieving these goals in the state-level processes of program approval, program review, and budget development.

Developing and securing the means and conditions necessary to achieve these goals must be a cooperative effort among colleges and universities, the Illinois Board of Higher Education, and state government. Within higher education, planning and resource allocation priorities at all levels should emphasize the improvement of undergraduate education and should provide incentives to improve undergraduate instruction. The Illinois Board of Higher Education will regularly examine the state-level policies and procedures for developing budget recommendations for public institutions and for program approval and review to assure that appropriate incentives are provided to institutions to improve the undergraduate educational experience.

Admission Requirements

Commencing in the fall of 1993, no new student shall then or thereafter be admitted to instruction in any of the departments or colleges [of the University] unless such student also has satisfactorily completed:

> at least 15 units of high school coursework from the following five categories: 4 years of English (emphasizing written and oral communications and literature); 3 years of social studies (emphasizing history and government); 3 years of mathematics (introductory through advanced algebra, geometry, trigonometry, or fundamentals of computer programming); 3 years of science (laboratory sciences); and 2 years of electives in foreign language, music, vocational education or art;
>
> except that institutions may admit individual applicants if the institution determines through assessment or through evaluation based on learning outcomes of coursework taken, including vocational education courses, that the applicant demonstrates knowledge and skills substantially equivalent to the knowledge and skills expected to be acquired in the high school courses required for admission. Institutions may also admit applicants who did not have an opportunity to complete the minimum college preparatory curriculum in high school, and educationally disadvantaged applicants who are admitted to the formal organized special assistance programs that are tailored to the needs of such students, providing that in either case, the institution incorporates in the applicant's baccalaureate curriculum courses or other academic activities that compensate for course deficiencies; and
>
> except that up to 3 of the 15 units of coursework required by paragraph (a) of this subsection may be distributed by deducting no more than one unit each from the categories of social studies, mathematics, sciences, and electives and completing those 3 units in any of the 5 categories of coursework described in paragraph (a).

When allocating funds, local boards of education shall recognize their obligation to their students to offer the coursework required as listed above. (110 ILCS 305, 505, 660, 665, 670, 675, 680, 685, 690)

Student Preparation, Access, and Retention

Colleges and universities should assist in improving the preparation of students by informing potential students, parents, and schools of expectations for adequate academic preparation and by assisting schools in strengthening the preparation of high school students.

Each college and university should establish specific criteria for admission to baccalaureate and baccalaureate-transfer programs of applicants who do not meet the institution's requirements for regular admission.

In the development of policies and procedures for admission of students who do not meet their requirements for regular admission, colleges and universities should provide opportunities to applicants who did not have an opportunity to complete a college-preparatory curriculum in high school and to educationally disadvantaged applicants who are admitted to formally organized special assistance programs tailored to meeting their needs.

Colleges and universities should assure that the academic, social, and financial support services needed to maximize the opportunity for all students to succeed are provided throughout the college experience and should assure that students receive regular academic advising.

Colleges and universities should treat participants in intercollegiate athletics similarly to other undergraduate students. Intercollegiate athletes should be recruited and admitted to academic programs in which they can be expected to succeed and should have regular access to classroom instruction, advising, academic services, and student life programs. Their academic progress and graduation pace and rate should be comparable to that of other undergraduates in the same academic programs. Colleges and universities should make available to students being recruited for athletic participation information on the progress, retention, and completion of cohorts of student athletes.

Colleges and universities should assure that the academic needs of all admitted students are identified through institutionally established assessment programs. Although community colleges should continue to play a leading role in remedial education, all colleges and universities should provide admitted students needed remedial coursework as identified through the institutional assessment process. Universities are encouraged to establish cooperative arrangements with community colleges to provide remedial coursework to university students with deficiencies in writing, reading, and mathematical skills.

Remediation at the postsecondary level is coursework that is designed to correct skills deficiencies in writing, reading, and mathematics that are essential for college study. No credit toward degree completion shall be granted for remedial coursework.

Colleges and universities should provide recognition and development programs for faculty members involved in remedial programs and academic support services and should encourage the application of new technologies and research in learning and skill development that enhance work in these areas.

The statewide system for providing high schools information on the academic progress of undergraduate students will be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information system will be used to inform high schools of the progress and achievement of recent high school graduates in college and will provide the basis for cooperative efforts between schools and colleges and universities to strengthen the preparation of students.

Student Achievement, Scholarship, and General Education

To enhance the undergraduate educational experience, colleges and universities should promote excellence in undergraduate teaching, interaction between faculty and students, student involvement in and commitment to learning and academic achievement, and the centrality of general education to baccalaureate education.

Colleges and universities should define the objectives of the general education and the program major portions of the undergraduate curriculum and expectations for the development of baccalaureate-level skills, establish time frames for students to achieve these objectives and expectations, and communicate to students the rationale for and importance of these objectives and

expectations. Student responsibilities in achieving these objectives and expectations should be emphasized in academic advising.

Colleges and universities should conduct regular reviews of the undergraduate educational experience. These reviews shall include the undergraduate curriculum (general education, program majors, and the development of baccalaureate-level skills) and the quality of teaching and the learning environment, academic and student support services, and institutional policies and procedures affecting undergraduate students. The findings and conclusions of these reviews should be reported to the Illinois Board of Higher Education.

Each college and university should assess individual student progress in achieving its objectives for general education, the major, and the development of baccalaureate-level skills in order to promote the success of all students. It is expected that colleges and universities will assess student progress at appropriate intervals and that assessment results will be used to reinforce the maintenance of academic standards and to improve the undergraduate educational experience. The results of the assessment of student progress should be incorporated into program review.

The statewide system for monitoring the academic progress, retention, and completion of cohorts of undergraduate students will be continued by the Illinois Board of Higher Education in cooperation with colleges and universities. This information should serve as the basis for the regular review and improvement of the undergraduate curricula and support services of colleges and universities.

The Illinois Board of Higher Education will use institutional trends in student progress, retention, and completion; campus-level reviews of the undergraduate educational experience; and other information to monitor statewide trends in student achievement in, resource commitments to, and program quality results of undergraduate education. In cooperation with colleges and universities, the Illinois Board of Higher Education will use these state-level analyses to make necessary modifications in state policies on undergraduate education.

Transfer and Articulation

Associate and baccalaureate degree-granting institutions are equal partners in providing the first two years of baccalaureate degree programs in Illinois. While each institution is ultimately responsible for the quality of the programs it provides, both associate and baccalaureate degree-granting institutions are expected to work together to assure that their lower-division baccalaureate programs are comparable in scope, quality, and intellectual rigor.

Any student admitted in transfer to an Illinois baccalaureate degree-granting institution should be granted standing comparable to current students who have completed the same number of baccalaureate-level credit hours and should be able to progress toward baccalaureate degree completion at a rate comparable to that of students who entered the baccalaureate institution as first-time freshmen. To assure students of comparable treatment, it is expected that:

> Students admitted in transfer who have earned an Associate in Arts or an Associate in Science degree from an accredited Illinois community or junior college whose general education requirement for the degree incorporates the Illinois General Education Core Curriculum will have met the receiving institution's all-campus, lower-division general education requirement for the baccalaureate degree (or for a second associate degree). A

receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

Students admitted in transfer who have satisfactorily completed the Illinois General Education Core Curriculum at any accredited Illinois college or university prior to transfer should be granted credit in lieu of the receiving institution's all-campus, lower-division general education requirement for an associate or baccalaureate degree. A receiving institution may, however, require admitted transfer students to complete an institution-wide and/or mission-related graduation requirement that is beyond the scope of the Illinois General Education Core Curriculum.

Students admitted in transfer who have satisfactorily completed courses within the Illinois General Education Core Curriculum at an accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable all-campus lower-division general education requirements.

Students admitted in transfer who have met program entry requirements and have satisfactorily completed courses described in an Illinois Articulation Initiative Baccalaureate Major Curriculum Recommendation at a regionally accredited Illinois college or university should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for that specific major. Where admission is competitive, completion of a Baccalaureate Major Recommendation does not guarantee admission.

Presidents and chief academic officers of associate and baccalaureate degree-granting institutions should provide leadership in implementing state policies on transfer and articulation and in resolving issues of mutual concern. To this end, the Illinois Board of Higher Education, in conjunction with the Illinois Community College Board, will regularly convene the presidents of baccalaureate and associate degree-granting institutions and system academic leadership to assess the status of state policies on transfer and articulation and to resolve any issues that arise.

Program faculties from both associate and baccalaureate degree-granting institutions should take primary responsibility for developing and maintaining course and program articulation agreements and for promoting compatibility between associate and baccalaureate curricula.

Associate and baccalaureate degree-granting institutions should work together to expand opportunities for students to complete baccalaureate degrees. Through formal partnerships, associate and baccalaureate institutions should jointly encourage baccalaureate degree completion and provide information on the transfer process, guidance in program and course selection, and orientation to the academic environment to prospective transfer students. Dual admission, "2+2," and similar articulation and transfer agreements should be developed to facilitate the transfer of students.

Colleges and universities should assure that transfer students have the same opportunities as other students to participate in the social, cultural, and academic support services necessary for their integration into the campus community.

A statewide system for monitoring the academic progress of cohorts of community and junior college students who transfer to baccalaureate degree-granting institutions shall be established by the Illinois Board of Higher Education in cooperation with the Illinois Community College Board and baccalaureate degree-granting institutions. This information should serve as the basis for the regular review and improvement of the undergraduate curricula, support services, and articulation and transfer agreements of associate and baccalaureate degree-granting institutions. The Illinois Board of Higher Education, in consultation with the Illinois Community College Board, will examine institutional and statewide trends in student transfer and degree completion and will use these analyses to make necessary modifications to policies on articulation and transfer.

Faculty and Excellence in Teaching

Colleges and universities should give increased attention to the emerging challenges to faculty and excellence in teaching: the changing composition of the faculty, new roles for faculty members, the changing characteristics of the student body, and new methods for the delivery of instruction. Each college and university should also give increased attention to keeping the public informed about its mission and priorities and its commitment to excellence in teaching and to undergraduate education.

Each college and university should assure that faculty members are well prepared to teach. Doctoral degree-granting institutions should provide supervised teaching opportunities to develop the teaching skills of graduate students who plan academic careers. Colleges and universities should also make special efforts to emphasize the importance of instruction in orientation programs for new faculty members, to assist classroom instructors in developing their teaching skills, and to integrate part-time faculty members into the academic processes of the institution.

Proficient scholar-teachers are essential to the improvement of undergraduate education. Each faculty member should engage in scholarship and keep abreast of developments in the discipline through such activities as continuing study in the discipline and related disciplines, designing new courses, authoring works that synthesize and clarify developments in the field, or participating in professional activities, as well as through research and creative activity. Each faculty member should also keep abreast of developments in teaching techniques and in the teaching and learning process.

Faculties and their institutions should jointly develop the means to support continuous opportunities for faculty members to grow and develop in their instructional and scholarly roles. Opportunities should be provided not only for course and curriculum development, but also for the improvement of instructional strategies and the incorporation of baccalaureate-level skills (i.e., communication, mathematical, and critical and analytical thinking skills) into baccalaureate coursework. Faculty members should also be assisted in seeking formal and informal feedback from peers and students on teaching effectiveness.

Colleges and universities should assure that the importance of undergraduate teaching and advising is recognized through formal acknowledgment of outstanding contributions and through criteria used in faculty appointment, salary, promotion, and tenure decisions.

Colleges and universities should assure that faculty assignments reflect the importance of undergraduate instruction by maintaining an appropriate balance between undergraduate instruction and graduate instruction, research, and public service. This balance should include the assignment

of the institution's most effective teachers to undergraduate courses, particularly lower-division courses.

Because faculty members play a key role in program improvement, an evaluation of the policies and practices that provide the conditions for faculty members to enhance undergraduate instruction shall be incorporated into the program review process at both the state and institutional levels.

Preparation of the Workforce

Preparation of the workforce is the shared responsibility of education and training agencies and programs, and requires the combined efforts of the public and private sectors. Primary, secondary, community college, and higher education with job training and economic development agencies developed joint goals for cooperative improvement of a unified workforce development system.

1. All learners should achieve high standards of academic, analytical thinking, technical and professional, and employability skills so they are well prepared for employment and further education and training.

The academic and higher order thinking skills of all learners will be improved by establishing learning standards for elementary and secondary education in order to improve the skills of all students starting at the earliest levels, establishing assessment and credentialing systems to measure and document student achievement of the learning standards, incorporating the learning standards and assessment systems into academic and occupational curricula, and establishing educational options for at-risk and out-of-school learners and learners with disabilities to achieve the same elementary and secondary learning standards and credentials as other learners.

The technical and employability skills of all learners will be improved by establishing skill standards that meet the requirements of the state's industries, are linked to learning standards, and are jointly developed by business, labor, and education; establishing assessment and credentialing systems to measure and document learner achievement of the skill standards; and incorporating the technical standards and assessment systems into technical and occupational programs.

The basic academic skills of adult learners will be improved by establishing learning standards for Adult Basic Education, Adult Secondary Education, and English as a Second Language programs that are comparable to the elementary and secondary learning standards; establishing adult education assessment and credentialing systems that are comparable to the assessment and credentialing of elementary and secondary academic skills; incorporating the adult education and English as a Second Language learning standards and assessment system into curriculum and instruction by all providers; supporting efforts to assist public assistance clients and school leavers to achieve adult education learning standards and credentials; and improving the quality, accessibility, and delivery of adult education and literacy programs through coordination among all adult education and literacy providers.

2. Current workers should continuously upgrade their academic, technical/professional, and employability skills to assure the relevance of their skills to changing work requirements and their continued employability.

The literacy level of the current workforce will be improved by continuing and increasing support for workplace literacy programs, and increasing the number of businesses and employees receiving needs assessment and workplace literacy or basic academic skill training.

The technical/professional and employability skills of the current workforce will be continuously increased by improving the quality and delivery of customized needs assessment, training, and technical assistance to business in skills, work habits, and advanced management and production processes; increasing the state's capacity to provide these services; increasing the proficiency of the workforce through public/private college and university degree programs, seminars, and noncredit instruction in advanced theory, practice, and research; and expanding availability of off-campus baccalaureate completion and master's degree programs at locations convenient to placebound students and via telecommunications.

3. All persons, including those not in the workforce, should have opportunities to access high quality career information and to participate equitably in education and training services to achieve the high levels of skill and knowledge necessary to increase the competitive advantage of Illinois businesses in the global marketplace.

The quality and reliability of labor market information will be increased by developing new products to improve the quality, reliability, and usefulness of labor market information; enhancing existing career and labor market information products to improve their quality and useability; and participating in the development and maintenance of a nationwide system of state and local labor market information.

The availability and use of career planning information and guidance on labor market trends, technical and professional skill requirements, and education and training options will be expanded by engaging local Education-to-Careers Partnerships in sharing career information, including information on employment options and expectations, and providing workplace learning experiences; increasing the career information and guidance resources available to current and prospective students/learners, parents, teachers, trainers, and career guidance personnel through educational institutions, libraries, and via telecommunications networks, electronic databases, and the Internet; developing and enhancing systems to help all individuals access information to make informed career choices and education/training decisions and arrangements for referral to programs and services through the Illinois Employment and Training Center Network; and ensuring the quality of career guidance through continuing professional development of teachers, trainers, guidance personnel, and administrators at all levels of education and training in the use of career information and its integration into assessment and instruction.

Statewide education and training resources will be expended through the use of technology to improve learning and increase access to education and training that would not otherwise be available; integrating technology and computerized learning resources in education and training sites, such as schools, community colleges, public/private colleges and universities, businesses, Illinois Employment and Training centers, and job training sites; providing training and professional development in the effective use of learning technologies and telecommunications to teachers/faculty, trainers, businesses, and other education and training providers; increasing the number and use of two-way interactive audio and video classrooms in educational institutions, businesses and hospitals, and other education and training sites; and coordinating telecommunications and information technology initiatives across the state to create a technology infrastructure that maximizes statewide compatibility, connectivity, and access.

Financial assistance options will be expanded for low-income learners to enter education and training programs; increasing awareness among students, parents, school personnel, and staff of the Illinois Employment and Training Centers of financial assistance options available to help students attend college; and providing financial assistance for economically disadvantaged youth and adults to participate in job training programs.

4. All learners should be able to make smooth transitions through the education and training system and into the workplace in order to attain personal and family economic self-sufficiency through rising real incomes and to improve the economic development of the state.

Transitions from education and training programs to work and further education and training will be facilitated by establishing the statewide Education-to-Careers transition system to ensure that all learners have high levels of academic and technical skills that meet employer needs, have both workplace and classroom experiences that connect education and training to work, and are prepared for employment or for further education and training; providing for acceptance of business training for credit in community colleges and public/private colleges and universities; providing universal public access to job search and placement services, including information and services to economically disadvantaged youth and adults, dislocated workers, and persons with disabilities, at Illinois Employment and Training Centers; improving and expanding second chance education and training programs to prepare at-risk and out-of-school youth to attain academic, occupational, and employability skills in order to obtain and retain employment; and expanding use of education and training programs by public assistance clients and persons with disabilities to increase the employability of those lacking job skills.

The transition of students from high school to community college programs to baccalaureate degree programs will be improved by implementing the Illinois Articulation Initiative's transferable General Education Core Curriculum developed through collaboration by community college and public/private college and university faculty and staff; continuing to develop and implement articulated curricula in professional and academic majors from the associate's degree to the baccalaureate degree; developing and implementing model articulated curricula in occupational and technical fields from high school to the community college associate of applied science degree and into related baccalaureate degrees; and examining barriers to the transition of high school graduates into postsecondary education and develop policies and practices to address them.

Barriers to the transition of learners and job seekers form education and training to work will be addressed by identifying barriers to the placement of individuals from school to work and developing mechanisms, policies, and practices to overcome them, and improving the availability of career information, employment listings, and placement services through Illinois Employment and Training Centers.

5. Learners throughout the education and training system should participate in programs that link classroom and workplace learning.

Workplace learning experiences at all levels of education and training will be expanded by reducing barriers to employer and labor union sponsorship of workplace learning and mentoring experiences for learners and implementing strategies to enable and encourage them to expand participation; supporting private sector apprenticeship programs by providing related technical and

academic instruction; and increasing the number and quality of workplace experiences available to learners at all levels of education and training.

The ability of teachers, faculty, and trainers to help learners achieve high level academic and technical skills linked to workplace applications will be enhanced by reviewing current policies and procedures regarding the preparation, certification, and professional development of school personnel and recommending integrated state policy for enhanced teacher preparation, licensure, and inservice training; increasing and coordinating the availability, quality, and use of professional development opportunities for teachers/faculty, trainers, and staff in using academic, technical, and adult education standards, integrating academic and technical instruction, assessing student achievement of standards, designing complementary classroom and work-based learning experiences, and using new technologies in instruction; providing opportunities and incentives for employers and workplace learning supervisors to participate in professional development activities to connect classroom and workplace learning, use academic and technical skill standards, and teach and mentor learners; and providing professional development opportunities to providers of business related needs assessment and corresponding customized training services.

6. All learners should be assured of the quality, efficiency, and accountability of workforce development programs.

Quality and efficiency in workforce development programs will be fostered through statewide cooperation among business, labor, education, and job training partners by continuing to support improvement of the workforce development system through broad-based collaboration at the state and local level, including Education-to-Careers partnerships and Illinois Employment and Training Center partnerships; supporting activities of the Illinois Human Resource Development Council in areas of mandated responsibility; and supporting activities of the Joint Education Committee in areas of mandated responsibility.

Accountability systems will be expanded for education and training programs by designing and implementing the Illinois Common Performance Management System with performance-based accountability, continuous improvement, and joint ownership among partner programs; expanding higher education accountability data and data sharing to improve monitoring of student progress; enhancing the public university and community college High School Feedback Reports for high schools to use to improve curricula; and reviewing Illinois workforce benchmarks developed to date and recommending enhancements and implementation strategies.

A system of quality assurance will be designed to certify training providers and/or training programs to use in qualifying providers and/or programs for the receipt of public funds to provide career preparation and workforce development activities, and developing a collaborative process to incorporate business expectations and educational standards into the certification system.

Graduate Education

1. Strong graduate education programs contribute to the cultural, social and economic well being and progress of citizens of the state. The Board of Higher Education and colleges and universities should seek to ensure that graduate programs are available in Illinois and that new needs are identified and addressed. At the same time, since graduate education programs are expensive, especially at the doctoral level, the Board and universities should carefully review new program proposals and existing programs to ensure that they address important needs in the

state and can effectively meet these needs. New doctoral programs at public universities should be approved only when need can be clearly established based on an examination of existing doctoral capacity, student demand, occupational trends, and the importance of anticipated outcomes associated with the program.

2. Given the direct and indirect impact that graduate education has upon social and cultural life, economic development, and professions in the state, it is essential that graduate programs be of high quality. Graduate programs should be able to evaluate and demonstrate quality in meeting their objectives. Standards used to measure program performance should include criteria for evaluating faculty strength and student achievement and placement. Programs also should be able to evaluate and demonstrate their ability to meet distinctive program objectives.

3. The program's objectives should be clearly identified and related to the institution's mission and priorities. Where possible, a program should seek to capitalize upon unique institutional strengths, make distinctive contributions, and support other undergraduate and graduate programs. Program objectives should address the educational goals of students and the variety of career opportunities available to them.

4. The curriculum should provide course work and other experiences at a level that is significantly more advanced than would be characteristic of an undergraduate program, giving students opportunities for discovery, transmission, integration, and/or application of the scholarship of their discipline appropriate to the program objectives. Program requirements should be clearly structured to achieve those objectives. Distinctive features of the program that represent special strengths should be highlighted, and curricular linkages with other programs developed, as applicable.

5. Graduate programs should admit students whose educational goals match program objectives and whose background and academic preparation indicate that they can successfully complete all program requirements. Programs should strive to achieve and maintain diversity among their students. Results of completion and time-to-degree studies, graduate placements, and other data and information should be used to evaluate admission policies and ascertain how well student outcomes match program objectives. These studies should include examination of the placement and achievement of foreign student graduates in relation to program objectives.

6. The background, areas of expertise, and skills of graduate faculty should be consistent with and strengthen program design and objectives. Faculty expertise should advance teaching and research objectives and should include expertise in the scholarship of discovery, pedagogy, application, and integration, with the degree of emphasis in each scholarship area appropriate to the objectives of a given program and an institution's mission. Faculty should also be prepared to serve as advisers and mentors of graduate students.

7. One of the major purposes of graduate education, especially at the doctoral level, is the production and advancement of knowledge through scholarly activity. Institutions should monitor their graduate programs to ensure that research is of high quality and makes appropriate contributions to the discipline, university, and society, as well as enriching classroom instruction at the undergraduate and graduate levels. A program's research focus should support its major objectives and the institution's mission. Thus, programs that are preparing students to assume non-academic positions and/or academic positions at primarily teaching institutions should ensure that research preparation is broadly focused and adequately prepares students for future career roles.

8. A central responsibility of graduate education at all levels is preparation for careers. One of the major purposes of master's education is preparing students for professional practice. In fulfilling this responsibility, programs should ensure that students receive the appropriate mix of academic preparation and introduction to professional standards for practice. At the doctoral level, program preparation should be responsive to the types of positions that graduates assume. Doctoral students preparing for non-academic positions should have opportunities for externships, when appropriate, as well as coursework and experiences that develop the skills and abilities needed for research in the private sector. Doctoral students preparing for academic positions should have opportunities to develop teaching skills and to consider broad issues associated with professional and teaching practices. Given the importance to the state of high standards of professional practice, the Board of Higher Education and colleges and universities should ensure that appropriate programs are available to part-time and place-bound students, and should use different educational formats, such as distance-learning, to meet the diverse educational needs of students.

9. Graduate programs should be of sufficient size and scope to ensure program viability and should be supported by adequate physical, fiscal, and personnel resources to achieve program objectives.

Professional Education

Engineering

The correction of deficiencies in existing engineering education programs should be a high funding priority for engineering education in the state.

Undergraduate enrollments should be expanded modestly in existing engineering education programs. Engineering education programs should give greater consideration to transfer students as a source for their enrollments.

The Illinois Board of Higher Education recommends that institutions take immediate steps to increase the enrollment of Blacks and Hispanics in engineering education programs.

Opportunities for continuing education for employed engineers should be increased.

Health Professions

Illinois colleges and universities should provide high quality programs in the health professions to meet the needs of the citizens of the state and the health care industry for qualified health care professionals. Priority should be given to expanding educational opportunities in fields in which there are shortages of qualified personnel, particularly primary care providers, and to serving areas of the state that have been identified as having inadequate numbers of health professionals.

Access, retention, and success of minority students in health professions programs should be expanded and improved.

In fields where shortages of qualified professionals exist, priority should be placed on providing academic programs that prepare individuals for entry to the profession. Statewide

capacity in entry-level programs should be monitored on a regular basis to assure that program capacity is in balance with occupational demand.

Illinois colleges and universities should provide adequate capacity in programs that provide professional advancement opportunities for health care professionals and meet the need for qualified leadership in the health care industry. All institutions should cooperate in the development of articulated programs to enhance advancement opportunities. Illinois universities also should provide programs that prepare faculty for teaching in health education programs and support research and public service in health care disciplines.

Colleges and universities are encouraged to develop cooperative initiatives with health care providers to develop programs, provide clinical experiences for students, provide professional development opportunities for faculty and health care providers, and share facilities and equipment.

Because of the high cost of programs in many of the health professions, colleges and universities are encouraged to develop cooperative programs to extend access to and improve the quality of programs in the health professions, to provide educational opportunities in underserved areas through off-campus programs and telecommunications-based instructional delivery systems, to improve articulation among programs, and to reduce or eliminate programs in health professions in which the supply of graduates exceeds occupational demand.

The Illinois Board of Higher Education should work cooperatively with other state agencies to ensure that policies and priorities in health professions education are consistent and mutually supportive across state agencies.

Teacher Education

Higher education's priorities related to educational reform in Illinois should be: (a) staff development, (b) curriculum and instruction, and (c) the preparation of new teachers. Higher education activities to implement these priorities should be developed and carried out jointly through partnership arrangements with the schools.

Interinstitutional Cooperation and Off-Campus Programs

In order to provide quality educational opportunities for all citizens and to do so in a cost effective manner, colleges and universities shall: provide access to educational opportunities for citizens throughout the state; expand baccalaureate degree completion opportunities for placebound students; meet the needs of individuals and employers for training and retraining; provide programs in a cost-effective manner; strengthen the quality of programs; achieve better coordination among public and private colleges and universities in the delivery of programs in various geographical regions of the state; and develop instructional delivery systems, including telecommunications-based instructional delivery systems and financing structures, that are appropriate to the programmatic needs of different areas of the state.

Regional Consortia

Regional consortia should be established to assure that the highest priority educational needs are well served by carrying out needs assessments that are responsive to the Board of Higher Education's criteria for program approval, identifying the highest priority programs, and

coordinating the development of plans to serve effectively educational needs in different geographical areas of the state; facilitating resource sharing and making effective use of facilities, laboratories, library materials, and academic support staff that are available within the region; and effectively utilizing telecommunications-based instructional delivery systems and assuring that these systems are effectively linked at the local, regional, and statewide levels.

Community colleges should take the initiative to establish consortia in the following geographical areas: Chicago, North-Northwest Suburban, West Suburban, North Suburban, South Suburban, Northwest Illinois, West Central Illinois, Central Illinois, East Central Illinois, Southwest Illinois, and Southern Illinois. The Board of Higher Education staff will work with the community college system to determine the best alignment of community college districts across these geographical areas.

Public universities and private colleges and universities should join consortia in those regions in which they are offering (or plan to offer) significant on-campus or off-campus programming. At the same time, senior institutions should not be obligated to participate actively in consortia in regions where they provide minimal offerings.

Member institutions should establish and adapt organizational and financing structures that best support the functions and objectives of individual consortia. Governance structures should reflect the shared interests of community colleges and both public and private colleges and universities. The advisory structure of regional consortia should include representation from local businesses and agencies to be served by the consortia's programs.

Regional consortia will be financed in several ways. Each participating institution shall contribute annually an amount determined by the consortium as necessary to support its operations. Each community college campus may annually apply for a grant, from economic development funds appropriated to the Illinois Community College Board, to support the community college's contribution to the consortium. Community colleges may join additional consortia but Illinois Community College Board grants will not be available to finance additional memberships. Consortia may apply for planning grants from the Board of Higher Education to support the establishment and initial development of these organizations. In addition, consortia may apply for matching grants for operations and initiatives from Higher Education Cooperation Act funds appropriated to the Board of Higher Education. Applications must provide for a minimum 50 percent regional match, must be for the purposes outlined in Board policies, and will be evaluated by the Illinois Board of Higher Education on a competitive basis.

Regional consortia may apply for Higher Education Cooperation Act matching grants to support the following: consortium administration and organizational expenses; consortium planning, needs assessment, and monitoring activities; acquisition of resources (i.e., facilities, laboratories and equipment, library materials and access to statewide library resource sharing systems, and academic support personnel) that can be shared by participating institutions; the establishment of telecommunications-based instructional delivery systems and linkages to regional and statewide systems; and delivery of services to business and industry, including workforce retraining, business development and consultation, and the upgrading of manufacturing systems.

Off-Campus and Distance Learning Programs

Both public and private institutions are required to obtain authorization from the Board of Higher Education prior to offering more than 12 semester credit hours per year at a new off-campus site; prior to advertising or advising students of new degree completion opportunities at an off-campus site, whether or not the institution previously offered degree programs at that site; and prior to the operation of a new off-campus center, institute, or branch campus. An off-campus site is any location within the boundaries of a community college district other than the community college district in which a college or university's main campus is located or, in Chicago, any location within a five-mile radius of a City College of Chicago campus.

Board of Higher Education approval must be received at least one year in advance of awarding a degree. Any student who completes his or her degree requirements prior to Board of Higher Education approval will be awarded the degree and will be reimbursed by the college or university for all tuition and fees collected.

Prior to enrolling students in off-campus courses, institutions should inform students as to whether degree completion opportunities are available at the off-campus site, and whether individual off-campus courses are applicable to degree completion requirements.

Colleges and universities may be given temporary approval to offer off-campus units of instruction under the following conditions:

The off-campus unit of instruction is offered under contract to a single business, service organization, or government agency and enrollment is restricted to employees of the contracting business, organization or agency;

In the case of public institutions, the contractual arrangement is such that the off-campus unit of instruction is self-supporting; that is, no state resources are required to support the program;

The off-campus unit of instruction is offered to a single group of entering students for a single cycle not to exceed three years; and

The off-campus unit of instruction is offered on the main campus and the academic standards of the main campus are maintained at the new off-campus site.

The institution will notify the Board of Higher Education staff of these contractual arrangements including a description of the services to be provided and the time frame during which the services will be offered. Should the institution wish to continue the unit of instruction at the off-campus site beyond the initial cycle, the institution must seek formal Board of Higher Education approval.

Before submitting an application for approval of a new off-campus unit of instruction, colleges and universities should inform the Board of Higher Education of their intent to seek approval and the Board will publish this Notice of Intent in the agenda for its next meeting.

The Board of Higher Education staff will seek the recommendations of consortia relative to the approval of new off-campus units of instruction, and will expedite the program approval process based on these recommendations.

Approval and Review of Off-Campus and Distance Learning Degree Programs

It is expected that the academic standards for off-campus units of instruction and new distance learning degree programs will be equivalent to or exceed those maintained on campus. In order for any institution to gain Board of Higher Education approval to offer a new distance learning degree program or a unit of instruction at a new site, the following specific criteria will be met:

Institutional Mission and Program Objectives

The objectives of the unit of instruction are consistent with the mission of the college or university.

The objectives of the unit of instruction are consistent with what the unit title implies.

Involvement in distance learning is consistent with the overall mission of the institution, and policies regarding distance learning are integrated into the provider's overall policy framework.

The institution has articulated units of instruction offered at a distance with instruction offered in a traditional format.

Academic Control

The design, conduct, and evaluation of the unit of instruction are under the direct and continuous control of the sponsoring institution's established processes for academic planning and quality maintenance, and clear provision is made for assuring a high level of academic performance of faculty and students.

A specific degree-granting institution maintains academic control over each degree program and is responsible for assuring the continued quality of the program whenever and wherever it is offered.

Caliber and Content

The caliber and content of the curriculum insure that the objectives of the unit of instruction will be achieved.

The breadth and depth of the curriculum are consistent with what the degree program title implies.

Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their educational objectives and appropriate academic record keeping.

Course content, coverage and academic standards for off-campus courses are consistent with those for on-campus courses.

Students have appropriate training in the use of technologies for learning or are provided with the necessary training prior to beginning the program.

The institution has developed systems to assure the credibility of assessment and evaluation of students' achievement.

Learning outcomes for distance learning are defined and appropriately calibrated to traditional expectations for graduates of traditional programs.

The learning content is appropriate to desired outcomes for distance learning.

The learning design for distance learning programs is evaluated on a regular basis for effectiveness by the entity seeking approval, with findings utilized as a basis for improvement.

Technology employed to deliver instruction is appropriate to program content and facilitates learning.

Faculty and Staff

The preparation and experience of faculty and staff ensure that the objectives of the unit of instruction, research or public service are met.

The academic preparation of faculty and staff, as evidenced by degrees held, professinal experience in the field of study and demonstrated knowledge of the field, ensure that they are able to fulfill their academic responsibilities.

The involvement of faculty in the unit of instruction is sufficient to cover the various fields of knowledge encompassed by the curriculum, to sustain scholarship appropriate to the unit of instruction, and the assure curricular continuity and consistency in student evaluation.

Support personnel, including counselors, administrators, clinical supervisors and technical staff, have background and experience necessary to carry out their assigned responsibilities at the level expected in comparable positions in higher education.

Off-campus instructors are evaluated in a manner consistent with that of regular on-campus faculty.

The institution maintains as regular, continuing employees of the institution faculty who have appropriate knowledge and skills to review, evaluate, and update its programs delivered by distance learning.

The institution provides faculty and staff with the training and technical support needed to use its distance learning technologies effectively.

Facilities and Equipment

Facilities, equipment and instructional resources necessary to support high quality are available and maintained.

Library holdings and acquisitions necessary to support high quality instruction and scholarship are available, accessible, and maintained.

Where technology is employed to deliver instruction, the institution has a plan and an infrastructure for using technology that supports its learning goals and activities.

Finances

The financial commitments to support the unit of instruction are sufficient to ensure that the stated objectives can be attained, and that the faculty, staff and support services necessary to offer the unit of instruction can be acquired and maintained.

Projections of revenues necessary to support the unit of instruction are based upon supportable estimates of general revenue, student tuition and fees, private gifts, and/or government grants and contracts.

Financial affairs are conducted in a manner consistent with ethical business practice, including the maintenance of appropriate financial statements.

The institution makes a financial and administrative commitment to maintain distance learning programs through completion and to support faculty and learner services needed to ensure an effective learning environment.

Information

The information which the institution provides for students and the public accurately describes the unit of instruction offered, program objectives, length of program, residency requirements, if any, schedule of tuition, fees, and all other charges and expenses necessary for completion of the course of study, cancellation and refund policies, and such other material facts concerning the institution and the unit of instruction as are likely to affect the decision of the student to enroll. Such information shall be available to prospective students prior to enrollment.

All the information the institution employs to inform students and other consumers of higher education is appropriately accessible to distant learners.

Statewide Needs (when statutorily applicable)

The unit of instruction is educationally and economically justified based on the educational priorities and needs of the citizens of Illinois.

The unit of instruction meets a need that is not currently met by the configuration of existing institutions and programs at the unit of instruction site.

The unit of instruction is justified by the proposing institution as appropriate to its academic mission.

Where nontraditional delivery systems are proposed by public institutions, such delivery systems are educationally and economically justified based on the educational priorities and needs of the citizens of Illinois.

Accreditation and Licensure

Appropriate steps have been taken to assure that regional accreditation of the institution is maintained or will be granted in a reasonable period of time.

Appropriate steps have been taken to assure that professional accreditation needed for licensure or entry into a profession as specified in the objectives of the program are maintained or will be granted in a reasonable period of time.

Institutional operating authority, and in the case of off-campus programs, degree-granting authority has been obtained from applicable governmental bodies and governing boards.

Cost-Effectiveness and Quality of Off-Campus Programs

The Board of Higher Education and regional consortia should encourage the development of programs and price structures that are financially accessible to students, including state subsidies for high priority programs that can be offered on a cost-effective basis by private colleges and universities; encourage employer-supported programs; and maximize the acceptance of community college coursework to support off-campus programs.

Regional consortia should play a leadership role in assuring the cost-effectiveness and quality of off-campus programming in their regions by: recommending innovative and cost-effective delivery models to the Board of Higher Education in the context of center and program approval and the award of Higher Education Cooperation Act grants; establishing and administering, when appropriate, multi-university centers that facilitate coordination and resource sharing by senior institutions that provide off-campus services in the region; and making recommendations to the Board of Higher Education and senior institutions regarding programmatic priorities, requests for approval of new off-campus units of instruction, and the educational and economic justification of existing off-campus activities.

Public universities should carry out a rigorous review of off-campus components concurrent with the review of on-campus programs. The Board of Higher Education will also place more emphasis on the review of off-campus activities and will advise the appropriate governing board when units of instruction are no longer educationally or economically justified.

Independent colleges and universities and out-of-state institutions should carry out a rigorous review of off-campus offerings. The Board of Higher Education will revoke authorizations to operate and/or award degrees if institutions do not continue to meet the criteria for approval.

Resources being utilized to support off-campus operations at locations that serve small numbers of enrollments should be reallocated when possible to support the operation of multi-

university centers. However, colleges and universities should continue to serve employees at their place of employment.

The Board of Higher Education will periodically collect statewide data on the off-campus activities of all colleges and universities operating in Illinois and will share an analysis of these data with all higher education institutions and regional consortia.

If after several years the Board of Higher Education finds that its policy directions to encourage cooperation among colleges and universities are not effective, then it should undertake an examination of other approaches, including the advisability of applying need criteria to private colleges and universities and out-of-state institutions operating in Illinois.

Telecommunications-Based Instructional Delivery Systems

The development of a telecommunications-based instructional delivery system should be a high priority of the Board of Higher Education and Illinois colleges and universities.

Colleges and universities should employ telecommunications-based instructional delivery systems when it is cost-effective to do so and when instructional quality can be ensured. Colleges and universities should make more extensive use of telecommunications technologies in the future, and in so doing expand access to instructional programs.

A statewide telecommunications-based network should be developed within the following parameters:

The network design and plan should support the delivery of college and university services to: extension sites and off-campus multi-university centers, elementary and secondary schools, and business and industry training sites. The network should also be capable of delivering community services and utilization by the Cooperative Extension Service.

Telecommunications-based instructional delivery systems should make effective use of existing telecommunications systems including microwave, satellite, and fiber optics.

The development of telecommunications-based instructional delivery systems should be coordinated with other telecommunications-based networks (e.g., the statewide Central Management Services network and the National Research and Educational Network).

Community college district networks must be compatible with regional networks that, in turn, must be compatible with statewide networks. An immediate priority is to establish appropriate and efficient interconnection capabilities which assure compatibility across network hierarchies.

Local or regional networks that do not provide appropriate and efficient interconnection capabilities to statewide telecommunication systems will not be eligible for Higher Education Cooperation Act matching grants.

Colleges and universities should ensure effective use of telecommunications-based instructional delivery systems by faculty and students by disseminating information about the

capabilities of these systems and providing faculty opportunities and incentives to effectively utilize them.

IV. RESEARCH AND PUBLIC SERVICE

Research

Programs of basic and applied research, especially joint projects between business and higher education, should be supported as a high priority. Ways to hasten the dissemination of research findings should be devised in order to assist private enterprise in using new knowledge.

Information about the problem-solving capabilities of higher education institutions should be made available to private enterprises, and private enterprise should be encouraged to draw upon such resources.

New cooperative projects between institutions and business should be initiated to increase the sharing of such resources as highly trained personnel, new knowledge, and high cost equipment for training and research and to identify local or regional economic problems.

Public Service

Public service efforts should be primarily of an educational nature and be related to the level of institutional academic offerings. Public service activities should be consistent with the program directions of the institution and should develop from institutional capabilities and priorities.

Institutions should closely articulate their various public service activities, programs, courses, and services with those of other institutions and agencies that may be affected by such efforts.

Cooperative public service efforts are encouraged within and among institutions, public and independent. Higher education institutions are encouraged to seek cooperative public service arrangements with public and private service agencies and organizations, as well.

Institutions should not ordinarily duplicate professional continuing education courses or programs traditionally offered under the purview of professional organizations or associations but should develop continuing professional education activities that complement those offered by professional organizations and associations and should co-sponsor such activities when this would strengthen the activities. Public institutions should usually conduct such efforts on a cost recovery basis.

To as great an extent as possible, public institutions should use user fees to pay for the costs of public service programs and activities. Public service pricing policies should be commensurate with the recipient's ability to pay.

V. EQUAL OPPORTUNITY/AFFIRMATIVE ACTION

1. Every institution, agency, and board should assume the initiative for public accountability for its own affirmative action commitments and (a) develop a written affirmative action plan, (b) complete EEO-6 federal compliance reports of employee data for submission to the federal government and to the Illinois Board of Higher Education, and (c) issue an annual report on progress made in implementing affirmative action plans and goals.

2. Each institution, agency, and board should maintain an internal system of equitable grievance procedures for all employees, a written policy that states explicit salary and promotion criteria and sets forth procedures for recruitment and hiring, a biennial salary and promotion equalization program for all classifications of employees, and an on-campus advertising procedure for all employment opportunities.

3. An intensified and sustained commitment to increasing minority participation and success in Illinois higher education is required. Such a commitment includes increasing the number of minority employees and planning programs and allocating resources to achieve the following priorities: assist schools with efforts to increase the high school completion rate for minorities; prepare more minority high school students for baccalaureate degree programs; increase the baccalaureate degree completion rate for minorities; and expand professional development opportunities for minorities in fields leading to graduate and professional degrees, especially in fields emphasizing mathematics and the sciences.

4. Public universities and community colleges should develop institutional plans and goals to improve the participation and success of minority, female and disabled students in academic programs. Such plans should be submitted to the appropriate governing board for review and regular monitoring.

5. Public university governing boards and the Illinois Community College Board should report periodically to the Illinois Board of Higher Education assessments of progress toward institutional goals. Such reports should also include information on institutional research findings about the reasons for the success or failure of minority, female, and disabled students in academic programs.

6. The following reporting requirements are established for minority students:

   Annual reports on the number of minority students enrolling, receiving financial aid, and receiving degrees for all community colleges combined, all public universities combined, and all independent institutions combined;

   Annual reports on the number of minority students enrolling in each field of study for all community colleges combined, all public universities combined, and all independent institutions combined;

   Annual reports on minority students enrolling in and receiving degrees by individual community colleges and public universities; and

Annual reports on special community college and public university programs or activities to achieve Illinois Board of Higher Education priorities for minority students.

7. The following reporting requirements are established for female students:

Annual reports on the numbers of female and male students enrolled in undergraduate and graduate education for all community colleges combined, all public universities combined, and all independent institutions combined; and

Annual reports on the numbers of female and male students receiving degrees in each field of study for all community colleges combined, all public universities combined, and all independent institutions combined.

8. The following reporting requirements are established for students with disabilities:

Annual reports on the number of students with disabilities enrolled in community colleges and public universities, and

Annual reports on the number of community colleges and public universities providing special services for students with disabilities.

9. There is an urgent need to change the educational system in Illinois to improve the achievement of minority students. Efforts to bring about such change shall include making minority student achievement a priority in Illinois; providing support programs early and throughout education; promoting change in the school/campus environment for minority students; promoting an increase in the employment of minority teaching and administrative personnel; and monitoring programs and student progress closely.

10. The Board of Higher Education recognizes that sexual harassment exists in Illinois institutions of higher education and that such behavior is inconsistent with goals of higher education, and encourages its constituent institutions and boards to initiate actions which will address the problem and to report regularly on their effectiveness and success.

11. The Board of Higher Education shall report to the General Assembly and the Governor annually on or before the second Wednesday of January, beginning in 1989, with a description of the plans submitted by each public institution of higher education for implementation of Section 9.16 (Underrepresentation of Certain Groups in Higher Education) of the Board's enabling Act, including financial data relating to the most recent fiscal year expenditures for specific minority programs, the effectiveness of the methods and strategies developed by the Board in meeting the purposes of Section 9.16, the degree of compliance with Section 9.16 by each public institution of higher education as determined by the Board pursuant to its periodic review responsibilities, and the findings made by the Board in conducting its studies and monitoring student success as required by paragraph d) of Section 9.16. With respect to each public institution of higher education such report also shall include, but need not be limited to, information with respect to each institution's minority program budget allocations; minority student admission, retention and graduation statistics; number of financial assistance awards to undergraduate and graduate minority students; and minority faculty representation. (110 ILCS 205/9.16)

VI. AFFORDABILITY

Goals

1. Colleges, universities, and their governing boards, the Board of Higher Education, and other higher education agencies should place high priority on making college affordable in decisions about resource allocations, academic preparation, academic progress, financial aid, tuition and fees, and other areas affecting access and choice.

2. The affordability of a college education depends on institutions' ability to control operational costs as well as students' and families' ability to pay. Institutions should continue and expand efforts to use resources effectively, improve productivity, and enhance the quality of educational programs and services.

3. College affordability is inextricably linked to academic preparation and college academic progress. Active cooperation and coordination across educational levels should be undertaken to ensure that students are academically prepared for college and can complete their college educations in an efficient manner.

4. The lack of financial resources should not be a barrier to higher education. State financial aid should be need-based and student-focused, and should recognize the wide variety of student educational goals and the diversity of educational programs and institutions available to students.

5. A college education should be affordable and accessible to all students. In order to maintain the affordability of a college education, students and their families should not be asked to assume a greater share of educational costs than they are now paying. Colleges and universities should make every effort to control increases in tuition and fee rates and other student costs and should establish multi-year plans that identify expected tuition and fee rate objectives.

Enhancing Academic Progress and Lowering College Costs

Statewide objectives for strengthening academic preparation for college and promoting collegiate academic progress in order to improve college affordability are:

to heighten awareness among students and families at elementary, middle, and high schools concerning the effect of academic preparation and sustained academic progress on educational costs and college success;

to increase cooperation and coordination among schools, colleges, and universities to strengthen academic preparation;

to expand opportunities available to high school students and nontraditional students to receive college credit;

to reduce institutional barriers to timely degree completion; and

to expand opportunities available to college students who can benefit from accelerated programs, as well as to students who must extend their studies beyond traditional time frames.

1. Colleges, universities, and their governing boards and the Board of Higher Education, working with schools and other education agencies, should ensure that students and their families are aware that pursuing strong academic preparation and participating in accelerated programs in high school can reduce college costs, while poor preparation often results in greater expenditure of students' time and financial resources.

2. Schools should ensure that students are informed of the high school coursework that is required for college admission. High schools should disseminate to students and their families information about the success of their graduates in college.

3. Education at all levels should expand opportunities for high school students to improve their academic preparation and, if appropriate, to enroll in courses for college credit while in high school.

4. The Board of Higher Education shall work with other education agencies to identify any rules, regulations, or other barriers that inhibit students from taking courses for college credit while in high school.

5. High schools, colleges, and universities should ensure that high school and entering college students and their families are aware of the need to plan, both academically and financially, to meet the total educational costs of their college educations. Colleges and universities should provide planning materials and develop computerized scheduling and curriculum monitoring systems to aid students in planning their academic programs over a multi-year period.

6. Each college and university should inform a potential student about his or her likelihood of success and the programs and services available. Students and their families should be advised about the importance of making appropriate choices among institutions and programs.

7. Colleges and universities should eliminate barriers to timely degree completion and make improvements in academic calendars, curriculum requirements, and course scheduling and sequencing, as needed, to facilitate timely degree completion. Institutions should seek to accommodate student changes in academic programs so that students changing majors, particularly in their freshmen and sophomore years, can complete their majors without prolonging their time-to-degree.

8. Colleges and universities should provide opportunities for students to accelerate degree completion, publicize these opportunities, and facilitate the efforts of students who seek to take advantage of them. Colleges and universities should establish programs that permit students to complete a baccalaureate program in less than four years.

9. College and university efforts to accelerate degree completion should address the needs of African-American and Hispanic, adult, and place-bound students, and any other student groups that historically have taken longer to complete their undergraduate degrees. Colleges and universities should also facilitate the academic progress of students enrolled in remedial programs

and cooperatively develop programs for students enrolled in remedial programs at community colleges who intend to transfer to a four-year institution to complete their baccalaureate degrees.

10. The Illinois Board of Higher Education shall monitor, evaluate, and periodically report the results of efforts to improve precollegiate preparation and college academic progress. The Board should also make budget recommendations to further enhance precollege preparation and college academic progress.

Assisting Needy Students

Statewide objectives for student financial aid are:

to provide educational opportunities to all residents of the state irrespective of their financial status; and

to make a wide range of educational opportunities available to residents of the state, recognizing the diversity of student goals, educational programs, and institutions.

1. State financial aid should be distributed to students on the basis of financial need.

2. The Board of Higher Education and the Illinois Student Assistance Commission shall review programs that are not based on financial need to determine whether the purpose of these programs has been achieved, develop alternative means for achieving these purposes, and reallocate funds to need-based programs.

3. The Board of Higher Education, the Illinois Student Assistance Commission, and colleges, universities, and their governing boards should make every effort to ensure that all potential students, particularly minority and low income students and their families, receive information about the availability of financial aid.

4. Students and their families should be encouraged to plan ahead to pay for their college educations. The Illinois Student Assistance Commission and colleges and universities should present information to students and their families about their expected contributions and projected Pell and Monetary Award Program awards based on financial profiles.

5. The Illinois Student Assistance Commission and colleges and universities should simplify the application and need evaluation processes and coordinate the administration of state student financial aid programs with federal, institutional, and private programs.

6. The Board of Higher Education and the Illinois Student Assistance Commission shall monitor the impact of federal programs and institutional grant programs upon state programs and advocate changes in federal programs when they affect the administration or distribution of state student financial aid.

7. Colleges and universities are encouraged to use institutional grants to promote retention of first and second year students and to reduce dependence upon loans, particularly for students who are academically at risk. The Illinois Board of Higher Education and the Illinois Student Assistance Commission shall examine the feasibility and impact of reallocating student

financial aid resources to provide larger grants to first and second year students to promote retention and reduce loan burdens.

8. Colleges and universities should evaluate all admission and operations procedures to ensure that such procedures do not impose unnecessary financial hardship nor discourage access for the neediest students.

9. An Illinois resident, enrolled at least half time and attending an Illinois college or university, should be eligible to receive a Monetary Award. Students at proprietary institutions that grant degrees should be eligible for a Monetary Award.

10. The Monetary Award Program should support tuition and fee costs. Aid should be awarded according to student need and resources. Students should be eligible for a Monetary Award for five years of full-time or 10 years of half-time study.

11. The Monetary Award Program maximum award should increase annually at a rate that is consistent with reasonable increases in student tuition and fees. In making its annual recommendations for the maximum award, the Board of Higher Education should consider public and private tuition and fee increases, trends in instructional costs, and factors associated with students' ability to pay.

12. Application deadlines established for the Monetary Award Program should seek to facilitate student access.

13. The Board of Higher Education and the Illinois Student Assistance Commission, with the assistance of colleges and universities, shall use various means to evaluate the benefits and program costs of providing aid to students enrolled less than half-time.

Keeping Costs Affordable

Colleges' and universities' tuition decisions should support the following statewide goals:

to foster participation in and reduce barriers to higher education;

to assist students and families in planning and saving to meet higher education costs; and

to ensure that decisions about tuition and fee levels are included in planning and budget development at the campus, system, and state levels.

1. Governing boards, colleges, and universities should develop, and annually update, four-year plans for tuition and fees. In developing these plans, institutions should consider multiple factors such as students' ability to pay, inflationary indicators, instructional costs, and institutional resource needs. Planned changes in tuition and fees should be announced and published a year in advance of implementation so that students and families have time to prepare to meet increased costs.

2. Governing boards for public institutions should include tuition rate changes and the resulting revenue changes in their annual state budget requests to the Board of Higher

Education. Fee increases should also be reported with the budget request so that they may be considered in developing recommendations for student financial aid programs.

3. Governing boards should not create any new fees to finance instructional activities and should consult with students when increasing noninstructional fees. Governing boards should submit any proposal that includes new fees for noninstructional purposes or significantly restructures existing fee programs for review by a student advisory committee and to a student referendum. Colleges and universities should make every effort to ensure that a sufficient number of students participate in any referendum concerning new fees or restructured fee programs so that the vote accurately reflects student opinion. Institutions should not shift costs from General Revenue funds, tuition, and other revenue sources to student fees.

4. Governing boards should examine how institutions can reduce reliance upon fees as a revenue source. The Board of Higher Education, working with colleges and universities and governing boards, should examine the nature and scope of student fees and consider alternative methods of maximizing benefits and reducing fee costs.

5. The Board of Higher Education, in consultation with the Illinois Student Assistance Commission and colleges and universities, shall examine the utility and feasibility of collecting additional information to support decisions on tuition and fees and student financial aid, including information on family income of students attending colleges and universities and costs of instruction at all types of institutions.

6. The Board of Higher Education shall annually publish and distribute to Illinois colleges, universities, and governing boards a report on college affordability. This report should present analyses of trends in tuition and fees, students' ability to pay, instructional costs, state support, and other information relevant to the setting of tuition and fee rates.

7. Undergraduate, graduate, and professional tuition rates for out-of-state students at Illinois public universities should approximate instructional costs in a university system. The most recent annual Discipline Cost Study shall be the basis for determining instructional cost.

VII. STATE FUNDING

Operations and Grants

1. Public Universities

In its annual budget recommendations, the Illinois Board of Higher Education will consider the effects of inflation upon public universities, especially for salaries, the cost of commodities and services, and program support.

When a public university is found to be significantly above the average level of state support per credit hour for the academic programs it offers, the Illinois Board of Higher Education shall recommend adjustments to reduce unit costs. Such recommendations shall be made with due regard for fixed costs and the rate at which budget reductions can be made without damage to the educational programs of the university.

When a public university is found to be significantly below the average level of state support per credit hour for the academic programs it offers, the budget planning policy of the Illinois Board of Higher Education shall be to recommend both additional resources for specific program needs and planned reductions in enrollments in order to achieve more adequate and equitable levels of per student support. In the implementation of planned reductions in enrollment, the following principles shall apply: any academically qualified Illinois resident shall be entitled to admission to the state university system, and the Illinois Board of Higher Education will continue to recommend and support the replacement of tuition dollars with General Revenue Fund dollars to state universities encouraged to establish enrollment targets.

Undergraduate institutional tuition waivers shall be limited to three percent of the total of an institution's undergraduate tuition charged and waived. This policy does not include Universities Civil Service employees. Tuition waivers may be awarded to eligible Civil Service employees of institutions according to the guidelines established by the Universities Civil Service Merit Board.

The General Assembly should continue to provide state support for the benefits provided to auxiliary enterprise employees and enact any legislation required to maintain such support.

2. Community Colleges

Resource requirements should be based on an analysis of projected resource needs and priorities for the community college system for the next fiscal year, using the latest systemwide weighted average unit cost and full-time-equivalent enrollments for the past fiscal year. Costs should be adjusted to reflect salary and price increases and other needs. Annually, the Illinois Community College Board should analyze unit costs and make adjustments if the analysis indicates an over or under commitment of resources to a funding category. Periodically, the needs and priorities for public service should be reviewed, and necessary adjustments should be reflected in resource requirements. When resource needs are identified by the Illinois Community College Board that cannot be appropriately distributed through credit hour grants, these resource requirements would be distributed to individual districts based on appropriate parameters.

Standard local contributions should be determined to reflect statewide expectations for tuition, local tax revenues, and other federal, state, and local revenues. The total standard local contribution should be the sum of:

The standard local tuition contribution determined each fiscal year as a policy decision; however, the standard local tuition contribution should not exceed twenty percent of the statewide weighted average instructional costs for the budget year and no tuition contribution should be included for credit hours in the adult basic and secondary education category.

The standard local tax contribution based on total accrued tax revenues for the most recent historical year adjusted for collection losses, cash flow considerations, and revenues from non-district chargebacks. The growth rate of equalized assessed valuation for the past three years for which actual data are available should be used to project accrued tax revenues for both the budget year and the year preceding the budget year. The average accrued revenues for these two years should be used in the standard local tax contribution in order to provide for cash flow considerations. Equalization grants provided to districts that are unable to meet the standard tax contribution should be considered revenue towards meeting the standard defined above. Adjustments to the standard tax contribution should be made when necessary to compensate for statutory, judicial or constitutional changes that affect the local tax base.

The standard local contribution from other state, federal, and local revenues would be equal to the percentage of total expenditures financed from these sources in the past year, except that State Board of Education Department of Adult, Vocational and Technical Education vocational education grants should not be included in the standard local contribution but should be considered categorical support that is applied to the business, technical, and health credit hour grant categories, and State Board of Education adult education grants should be considered categorical support for the adult basic and secondary education credit hour grant category.

Grants to support instruction should be distributed based on credit hours, with vocational skills credit hours assigned to the appropriate business, technical, or health category, and general studies credit hours split among remedial, adult basic and secondary education, and all other general studies categories.

The credit hour grant amount to be distributed to each category should equal total resource requirements per credit hour adjusted for categorical support per credit hour minus the total standard local contribution per credit hour.

Disadvantaged student grants should be distributed to each community college through allocation of a basic grant, with the remainder allocated to each district on the basis of credit hours in the remedial and adult basic and secondary education categories. Since disadvantaged student grants are included in the historical unit costs, it is necessary to apply an adjustment for this recurring amount to the unit cost of each credit hour grant category.

Any district whose local tax ability per in-district full-time-equivalent student falls below an equalization threshold should receive an equalization grant per in-district full-time-equivalent student equal to the difference between these two amounts. Local tax ability per in-district full-

time-equivalent student should be the district's most recent actual equalized assessed valuation per in-district full-time-equivalent student multiplied by the standard tax rate. The equalization threshold should be the accrued statewide tax revenue divided by the statewide in-district full-time-equivalent students for the past year.

Any district whose tax rate falls below the standard tax rate and whose tuition per full-time-equivalent student exceeds twenty percent of the district's instructional cost per full-time-equivalent student should receive an equalization grant equal to fifty percent of the amount per in-district full-time-equivalent student needed to raise the district's most recent equalized assessed valuation multiplied by the district's tax rate plus any equalization grants up to the equalization threshold.

Local districts should be permitted to levy a 17.5 cent per $100 equalized assessed valuation educational fund tax rate, a five cent per $100 equalized assessed valuation building and maintenance fund tax rate, and a one cent per $100 equalized assessed valuation tax rate designated for public service activities. Whenever these rates exceed the currently authorized maximum rates, local voters should be permitted to rescind the rate increase through referendum.

Once an appropriation bill for community colleges has been passed by the General Assembly and signed by the Governor, the entire appropriation should be distributed, but payouts should be made on a quarterly basis.

3. Retirement

The minimum annual state contribution to the State Universities Retirement System is required to be an amount that, when added to other sources of employer contributions, is sufficient to meet the normal cost of maintaining the system and increase the funding ratio to 90 percent over 50 years. (P.A. 88-0593)

4. Energy Consumption and Conservation

Each public university and community college should complete a detailed energy analysis of all major campus facilities, including planned dates for completion of operations and maintenance measures and proposed capital improvements for conserving energy. Periodic reports on progress toward reducing energy usage should be prepared and submitted to the appropriate governing board.

6. Aid to Independent Institutions

The Illinois Financial Assistance Act should be continued as a program of direct grants to independent colleges and universities, based on full-time-equivalent enrollments. The annual appropriation for this Act should recognize inflation so that the program continues to support a relatively constant proportion of independent college and university expenditures.

Capital

1. Space Use

The Illinois Board of Higher Education will collect data about facilities and space use in Illinois higher education institutions, including facilities for the education of health professionals, in its biennial space survey.

The Illinois Board of Higher Education will use space data in its review of requests from higher education institutions for new buildings and new building additions. In particular, requests for additional space will be analyzed to determine how they will affect the overall allocation of space in an institution, how they will affect the use of institutional space, and how they compare to similar institutions with respect to space available per student.

2. Facilities Priorities

The Illinois Board of Higher Education gives high priority to remodeling in higher education capital budget recommendations.

The Illinois Board of Higher Education will approve additional classroom and class laboratory space in public universities and community colleges only if there is a clearly demonstrated need in terms of such factors as special program requirements and use and condition of existing space.

The Illinois Board of Higher Education will approve construction of new facilities for public community colleges on the basis of enrollments, taking all permanent space and projected enrollments into account.

The Illinois Board of Higher Education will approve additional space for health professions education programs only when there is a clearly demonstrated need in terms of total use and condition of existing space and special program requirements.

The Illinois Board of Higher Education considers state participation in the debt retirement of revenue bonds for public university capital projects a low priority.

The Illinois Board of Higher Education will not approve construction of dormitories for commuter institutions.

The Illinois Board of Higher Education considers state participation in such facilities at community colleges as outdoor athletic and recreation fields, field houses, and spectator seating a low priority.

The Illinois Board of Higher Education considers the following factors, among others, before approving performing arts facilities at public universities and community colleges: institutional program directions, student body composition, campus type, and total allocation of institutional space. Public universities and community colleges should show evidence of having explored the possibility of cooperative arrangements with other institutions and agencies for the use of such facilities.

VIII. MISCELLANEOUS

Presidents' and Chancellors' Residences

1. The primary purpose of presidents' and chancellors' residences is to provide a university setting conducive to cultural, social, and educational interchanges important to students, faculty members, university-related organizations, and dignitaries associated with the university community.

2. Each university governing board should adopt a formal policy on official residences, outlining the use and financing of the residences. The policy should impose limitations on construction, remodeling, furnishing, or refurbishing the residence if aggregate expenditures for the year (excluding utilities and custodial costs) exceed a given dollar amount. The policy should also require governing board approval of such budgets.

3. Legislation requiring Illinois Board of Higher Education approval for leases of capital facilities for scientific research and development exceeding five years should be expanded to include Illinois Board of Higher Education approval of leases for all presidents' and chancellors' residences.

Alcohol Abuse and Illegal Drug Use

1. Each public and independent college and university should establish explicit policies against illegal drug use and alcohol abuse consistent with institutional goals. Such policies should constitute a comprehensive approach to the problem and include provisions for education against illegal drug use and alcohol abuse for administrators, faculty, staff, and students; counseling and rehabilitation for those with illegal drug and alcohol abuse problems; and penalties for illegal drug use and alcohol abuse.

2. Colleges and universities should regularly conduct information programs about the importance of good health and the dangers of illegal drugs and alcohol abuse to the individual and society. The information should be designed for the benefit of administrators, faculty, staff, students, and members of the communities in which colleges and universities are located.

3. Colleges and universities should work cooperatively with and seek funding from the Illinois Department of Alcoholism and Substance Abuse and other agencies of state and federal governments to advance research into the problems of illegal drug use and alcohol abuse and to develop educational programs against illegal drug use and alcohol abuse.

APPENDIX

SOURCE DOCUMENTS AND RECENT REPORTS MASTER PLAN POLICIES OF THE ILLINOIS BOARD OF HIGHER EDUCATION

Statewide Goals and Organization

A Master Plan for Higher Education (July 1964)
A Master Plan--Phase II for Higher Education in Illinois (December 1966)
A Master Plan--Phase III for Higher Education in Illinois (May 1971)
A Master Plan for Postsecondary Education in Illinois (February 1976)
A Master Plan for Postsecondary Education in Illinois (July 8, 1980)
Master Plan Policies of the Illinois Board of Higher Education (July 1989)
An Action Agenda for Illinois Higher Education: Improving Quality, Cost Effectiveness, Accountability in the 1990s, Report of the Committee on Scope, Structure and Productivity of Illinois Higher Education (May 1, 1990)
Master Plan for Illinois Higher Education 1990 (September 5, 1990)
Master Plan for Illinois Higher Education 1991 (September 4, 1991)
Priorities, Quality, and Productivity of Illinois Higher Education Recap of 1991-92 and Plan for 1992-93 (November 24, 1992)
Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1992-93 and Recommendations for 1993-94 (November 9, 1993)
Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1993-94 and Recommendations for 1994-95 (November 9, 1994)
Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1994-95 and Recommendations for 1995-96 (November 7, 1995)
Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1995-96 and Recommendations for 1996-97 (November 12, 1996)

Institutional Focus

Focus Statements for Illinois Public Universities (January 11, 1994)

Instruction

Education in the Health Fields for the State of Illinois, Volumes I and II (June 1968)
Recommendations of the Committee on Nontraditional and Cooperative Programs (July 9, 1974)
Staff and Commission of Scholars Responsibilities in the Review of Proposals for New Doctoral Programs (January 6, 1976)
An Assessment of Progress Since 1968 in Education for the Health Professions (November 3, 1981)
Report on Dental Education (January 5, 1982)
Staff Recommendation on the Medical Education Committee Report (September 8, 1982)
Revisions to Board of Higher Education Policies Related to Review and Approval of Off-Campus Programs of Public Universities, Independent Colleges and Universities, and Out-of-State Institutions (May 1, 1984)
Doctoral Programs in Illinois Universities (September 5, 1984)

Recommendations for Engineering Education in Illinois (January 8, 1985)
Priorities for Higher Education Initiatives for Better Schools (July 9, 1985)
Minimum Preparation and Admission Requirements for Baccalaureate Degree Programs (November 5, 1985)
Undergraduate Education: (A) Report of the Committee on the Study of Undergraduate Education; (B) Implementation of the Recommendations on Undergraduate Education (September 3, 1986)
Public College and University Admission Requirements (March 7, 1989)
Board of Higher Education Response to Public Act 86-986 [Admission Requirements] (January 9, 1990)
Undergraduate Education: Report of the Committee on the Study of Undergraduate Education (September 5, 1990)
Recommendations of the Committee to Study Preparation of the Workforce (November 26, 1991)
Recommendations of the Committee to Study Underserved Areas: Enhancing Educational Opportunities (January 7, 1992)
Policy Recommendations for Health Professions Education (September 8, 1993)
Policy Recommendations on International Education (March 1, 1994)
Policies on Transfer and the General Education Core Curriculum (September 7, 1994)
Strengthening Workforce Preparation: A Collaborative Action Plan (May 7, 1996)
Graduate Education Policies for Illinois Higher Education (July 2, 1996)
Graduate Education Policies for Illinois Higher Education (January 7, 1997)
Undergraduate Education: Policies on Transfer and Articulation (May 6, 1997)
Revised Policies for the Approval and Review of Off-Campus and Distance Learning Degree Programs (July 1, 1997)

Research and Public Service

Implementation Measures for Higher Education's Role in Economic Development (April 5, 1983)

Equal Opportunity/Affirmative Action

Priorities for Advancing Minority Participation in Higher Education (July 9, 1985)
Procedures for Reports on Specific Student Groups in Illinois Higher Education (May 6, 1986)
Staff Recommendations on Report of the Joint Committee on Minority Student Achievement (May 3, 1988)

Affordability

Staff Recommendations on the Report of the Joint Committee on the Study of Student Financial Aid (July 6, 1988)
Public University Tuition and Fee Policies (December 6, 1988)
Recommendation for a Cooperative Work Program (January 8, 1991)
Committee to Study Affordability Report to the Board of Higher Education (November 9, 1994)
Review of Trends in Tuition and Fees and Student Financial Aid (July 2, 1996)
Keeping College Costs Affordable: Review of Trends in Tuition and Fees and Student Financial Aid (July 1, 1997)
Status Report on Implementation of the Policies Recommended by the Committee to Study Affordability (September 3, 1997)

State Funding

Recommendations of the Committee to Study Community College Finance (October 2, 1979)
Enrollment Targets for State Universities in Illinois (July 8, 1980)
A Progress Report on Energy Consumption and Conservation in Illinois Public Universities and Community Colleges (October 4, 1983)
State Support for Auxiliary Enterprise Employee Benefits (November 7, 1984)

Miscellaneous

A Report on Public University Presidents' and Chancellors' Residences (September 3, 1986)
Illegal Drugs on Campus: Response to Senate Resolution 1157 (May 5, 1987)

MASTER PLAN POLICY NOTES

The following notes detail changes between the policies contained in the *Master Plan Policies for Illinois Higher Education 1995* and this *Master Plan Policies for Illinois Higher Education 1997* in the Instruction section There were no changes in any of the other sections.

Instruction

In May 1996, the Board of Higher Education adopted the recommendations of the Workforce Preparation Action Plan Task Force contained in *Strengthening Workforce Preparation: A Collaborative Action Plan*. These recommendations expand upon and replace those policies on workforce preparation adopted by the Board in 1991.

The Board of Higher Education adopted one additional policy statement on transfer and articulation that was included in its May 1997 agenda item *Undergraduate Education: Policies on Transfer and Articulation*. That policy is included in the Transfer and Articulation portion of the policy section on Undergraduate Education.

In July 1996, the Board of Higher Education issued a study entitled *Graduate Education in Illinois Higher Education: A Reexamination of Practice and Policy*, and in January 1997, the Board adopted *Graduate Education Policies for Illinois Higher Education* that replaced previous policies on doctoral education.

Revised Policies for the Approval and Review of Off-Campus and Distance Learning Degree Programs were adopted by the Board in July 1997. These changes provide further interpretation of existing off-campus program policies as they relate to distance learning programs and are incorporated in the policy section on Interinstitutional Cooperation and Off-Campus Programs.